Guidance in Montana Schools

Guidelines for Comprehensive Program Development K-12

1985 REPRINT OF 1982 EDITION

MONTANA OFFICE OF PUBLIC INSTRUCTION
ED ARGENBRIGHT, SUPERINTENDENT

Guidance in Montana Schools

Guidelines for Comprehensive Program Development K-12

1982

1985 REPRINT

Contents

Foreword

Guidance services have been recognized as an important element in Montana schools for decades. Vital to guidance, as to other educational services, is the continual effort to create quality and excellence in education. For guidance services to continually strive for excellence, a framework for purposeful growth and improvement must be recognized, established and implemented at the local district level.

Program development for guidance services can best meet the needs of our state when it responds to individual student needs. Recognition of these unique needs within the context of each local school district is a major factor in the process of providing quality education in Montana.

Guidance in Montana Schools: Guidelines for Comprehensive Program Development K-12 serves as a valuable tool for school personnel in designing, improving and molding guidance programs to specific local district concerns. The document is intended to assist, guide and promote excellence in guidance programs in Montana for the benefit of all students.

Ed Argenbright
State Superintendent

Preface

A continuous process of planning, developing, implementing and evaluating is essential to effective school guidance programs. *Guidance in Montana Schools: Guidelines for Comprehensive Program Development K-12* has outlined a practical step-by-step process for systematically planning school guidance programs. The process provides for an organizational framework which assesses guidance needs of the student population, states program goals and objectives based on identified needs, establishes strategies for achieving objectives and evaluates program effectiveness.

A statewide survey of Montana guidance personnel was conducted by the Office of Public Instruction in November of 1981. "The development of comprehensive guidance programs" ranked second in school counselors' requests for assistance.

Guidance in Montana Schools: Guidelines for Comprehensive Program Development K-12 represents part of the Office of Public Instruction's effort to assist school district personnel to develop comprehensive guidance programs. A statewide guidance steering committee, representative of school board trustees, administrators, counselors, counselor educators, teachers, students and parents, was selected to help in the development of this publication. The task of the committee was to:

- identify underlying concepts to comprehensive guidance programs

- design an accountability model that could serve as a planning procedure for schools in developing comprehensive guidance programs K-12

- identify available resources that would assist school district personnel in the development of comprehensive guidance programs

- advise upon a plan that would provide for the effective implementation of the accountability model

The guidelines provide a process, or planning procedure, for schools to develop and evaluate comprehensive guidance programs. The committee has chosen not to present a cookbook style of program goals, objectives or strategies. Just as school districts have varying needs, educational philosophies and program goals, they too will select varying strategies to translate their goals into outcomes.

In compiling these materials, the committee was cognizant of three important factors:

- There presently exist many innovative and effective guidance programs throughout the state.

- A cooperative effort of school district personnel, including administrators, counselors and teachers, is essential for successful implementation of the process.

- Comprehensive guidance programs can serve to improve the delivery of guidance services.

JUDITH A. JOHNSON
Assistant Superintendent
Department of Special Services

SHERRY JONES
· *Guidance Specialist*
Department of Special Services

Acknowledgements

A number of individuals and groups were instrumental in the development of this publication. Sincere appreciation is extended for their support, ideas and materials.

In particular, acknowledgement is given to members of the statewide Guidance Steering Committee for their commitment and professional contributions in the formulation of these guidelines. Sincere appreciation is extended to Dr. Anne Upton, Personal and Career Development Services, California State Department of Education, for the resource and consultative services provided to the Guidance Steering Committee.

Special recognition is given to the following individuals who served as writing consultants to the first draft of this document: Dr. Rockne Copple, Counselor Educator, Eastern Montana College; Dr. Rowan Conrad, Counselor Educator, University of Montana; Nancy Deibert, Counselor, Billings School District; and Don Mullen, Board of Trustees, Missoula.

Several members of the Montana Office of Public Instruction staff deserve special recognition for their contributions: Judith A. Johnson, Assistant Superintendent, Department of Special Services, Ken Card, Executive Assistant, Department of Special Services, Ron Wirtz, Executive Assistant, Department of Basic Instructional Services, Patrick Feeley, Career Education/Block Grant Specialist, and Montez Briggs, Montana VIEW Specialist, for their encouragement, insight and support; Betti Christie, Communication Specialist, for the various production tasks and layout; and Gail Chesbro, Word Processing Supervisor, and Gwen Johnson, Secretary, for their continued cooperation through the numerous revisions.

SHERRY JONES
Guidance Specialist
Department of Special Services

Guidance Steering Committee:

ROWAN CONRAD
Guidance & Counseling Department
University of Montana
Missoula, Montana

ROCKNE COPPLE
Institute for Habilitative Services
Eastern Montana College
Billings, Montana

NANCY DEIBERT
Counselor
Billings School District
Billings, Montana

JIM FOSTER
Superintendent of Schools
Plains Public Schools
Plains, Montana

KENT GRAVES
Chapter 1 Counselor
Great Falls Public Schools
Great Falls, Montana

VERNA MACPHERSON
Parent
Helena Public Schools
Helena, Montana

MIKE MAXWELL
Principal
Missoula Public Schools
Missoula, Montana

DON MULLEN
Board of Trustees
Missoula Public Schools
Missoula, Montana

ROGER PUGH
Montana Personnel & Guidance Assn.
Northern Montana College
Havre, Montana

ELVIRA REDDING
Counselor K-12
Plenty Coups Public Schools
Pryor, Montana

PAT ROGERS
Principal
Deer Lodge Public Schools
Deer Lodge, Montana

PAUL STENERSON
Principal
Conrad High School
Conrad, Montana

PAUL STENGEL
Superintendent of Schools
Miles City Public Schools
Miles City, Montana

MARTHA THOMAS
Teacher
Beaverhead County High School
Dillon, Montana

AMY WINTERBURN
Student
Helena High School
Helena, Montana

SHARON WIRTZ
Counselor
Helena Public Schools
Helena, Montana

Chapter 1
Introduction

Guidance in Montana schools serves to maximize the personal and academic potential of students. All students, not only the handicapped or those with emotional and behavioral difficulties, need help in reaching their potential

The term guidance connotes a somewhat different meaning to different observers. For the purpose of this document, guidance refers to specific educational services and techniques designed to affect the personal, social, educational and career/life planning development of students. Guidance is perceived as a composite encompassing an array of services. Typical services include: 1) *counseling,* both individual and group; 2) *student appraisal,* including testing, student records and test interpretation; 3) *consultation* with students, parents and school staff; 4) *information services* for educational, personal, social, career and orientation; 5) *referral services,* both community agencies and institutions of higher education; and 6) *placement* and *follow-up,* including scheduling, job placement, vocational training and surveys.

Guidance, with its many components and goals, becomes a specialized curriculum. Guidance personnel utilize a body of information and process skills which lead students to effectively take charge of directing their own lives.

Students' need for guidance is greater than ever. Value conflicts, disruption of the basic family unit, limited employment opportunity for youth and rapid change in our social order all affect Montana students as they make decisions which give direction and meaning to their lives. The stability of family, friends and community is changing with family mobility, divergent values and life styles and the complexity of daily living. Today's students have many choices to make which affect their lives, now and in the future. The family and community need help to assist youth progress in today's society.

Comprehensive guidance programs appear to best serve the divergent and changing needs of students. Research clearly indicates that delinquency, school dropouts and potential behavior disorders can be predicted very early in the elementary grades. Comprehensive guidance programs provide preventive developmental services at the kindergarten level and continue throughout the school years.

The demand for accountability in the guidance profession has drastically increased over the last decade. Guidance programs can, and should, be accountable. Guidance must do more than mean well; it must demonstrate it does well. Being accountable is simply demonstrating that the guidance program does make a positive difference in the lives of students. Positive student outcomes must be identified and evaluated to demonstrate accountable guidance programs. These guidelines present a systematic process to comprehensive guidance programming which documents guidance accountability.

A comprehensive guidance program involves a variety of people in the delivery of services. Counselors, school psychologists, home-school coordinators, and other pupil personnel service workers have the major responsibility for the program, but

they cannot do it alone. Administrators, teachers, parents and even the students themselves, as peer counselors, are all participants in the comprehensive guidance program. Students of all ages need help in:

- understanding themselves and their relationships with others
- personal and social development
- decision making skills
- educational and career awareness of opportunities for study and work
- appreciation and understanding of their own abilities and values which will be the basis for guiding their lives

The school counselor is dependent upon the support and efforts of others to meet the needs of students. A comprehensive guidance program must be a cooperative effort, and the chapters which follow are written for a variety of people who might be involved. The guidelines are designed to help board trustees, administrators, teachers, counselors and other interested persons understand the nature of a comprehensive guidance program. Concrete steps are presented to assist school personnel improve the program in their community. Responsibilities are defined, and useful resources are listed. The material presented should not be thought of as a cookbook. It merely presents a road map which shows how to get there once it has been decided where to go. Local student needs, staff, resources and priorities will require somewhat different programs. These guidelines present a process to help guidance programs in Montana be productive, relevant and accountable.

The overall purpose of *Guidance in Montana Schools: Guidelines for Comprehensive Program Development K-12* is to assist local school districts:

- develop comprehensive K-12 guidance programs based on identified student needs
- establish accountable guidance programs
- ensure a cooperative effort among school personnel for the delivery of guidance services
- maximize the use of available resources for guidance programming, both human and material
- improve existing programs for the benefit of all students in the state of Montana

Chapter 2
Underlying Concepts

A planned and systematic guidance program is only as sound as the rationale and concepts which undergird its development. The philosophical framework for these guidelines in developing a comprehensive guidance program follows:

Guidance provides for, and facilitates, the total growth of all students

Basic to guidance is the belief in the unique qualities and rich potential inherent in each individual. Therefore, the focus, direction and purpose of a guidance program is on the student. All students should benefit from the guidance program. Guidance should provide for, and facilitate, the maximum personal and academic development of each student with concern for individual strengths, deficiencies, aptitudes, abilities, interests, values and particular areas of need. The guidance program, as part of the total K-12 educational plan, should offer acceptance, support and specific skills to the student as he or she engages in the dynamic and lifelong process of personal growth.

In addition to consideration for individual students, specific groups of children with special needs include:

- physically, emotionally or mentally handicapped
- gifted, talented and academically able
- children identified as being "at risk" emotionally, physically or academically by families, agencies or school personnel

- students whose ethnic or cultural heritage identifies them for specific needs
- disadvantaged youth

Guidance programs should be developmental and comprehensive in nature

The guidance program plan is comprehensive when based on a K-12 sequence with identified needs, goals, objectives and implementation strategies established for population groups. Normal growth and maturation of children occur in definitive developmental stages which are themselves cumulative and sequential. Therefore, goals and objectives may be stated which correspond with student developmental needs and capabilities. Examples of these needs and capabilities, by school levels, are below. The concepts are not absolute. Needs build upon one another, often overlapping into other levels.

K-3—awareness and acceptance of self
4-6—identification of value formation
7-8—identification of personal values, interests, aptitudes and abilities
9-12—relate self-concept to personal, educational and occupational goals

Child development is facilitated and enhanced by the K-12 guidance curriculum. Students seek personal identity, form values and beliefs, interact with family and peers, and assume academic and work

responsibilities. These enormous developmental tasks may prove overwhelming, particularly if the environment is inadequate or insufficiently supportive. Inability to deal with these tasks successfully results in depression, anti-social behavior, withdrawal and academic under-achievement or failure. These are accompanied by a correspondingly diminished sense of self-esteem.

The guidance program provides planned affective education which is appropriate for the particular developmental needs and stages of the individual student. In addition, remedial intervention must be available to minimize and assist in crisis situations. Ongoing assistance helps the student perceive growth and personal development as a series of challenges rather than a set of problems.

Guidance assists students in the development of personal, social, educational and career/life planning skills

A comprehensive educational curriculum presupposes a balance between the content-oriented cognitive program and the process-oriented affective curriculum (Morgan and Jackson, 1980). Competencies in the cognitive area include skills in reading, writing and computation and the ability to comprehend, synthesize, analyze and acquire knowledge. Affective education emphasizes attitudes and skills which relate to goal setting, decision making, value clarification and communication with others.

Maximum development of personal potential is best accomplished when cognitive and affective educational programs are mutually integrated. Academic growth is often hampered, or blocked, by emotional interference. Appropriate support and guidance alleviates these occurrences and allows continued maturation in the personal, emotional and social areas.

For students at each grade level, a planned guidance program addresses developmental needs and formulates goals in these four content areas:

Personal:
—belief in the dignity and worth of self
—awareness and acceptance of self

Social
—awareness and acceptance of others
—development of skills in communications
—development of skills in interpersonal relationships

Educational
—placement in appropriate academic schedule K-12

—assistance with the maintenance of ongoing academic growth and achievement consistent with the potential and demonstrated ability and aptitude of each individual student
—development of study skills

Career/Life Planning
—awareness, exploration, and preparation for career decision making
—awareness of, and skill in, utilizing career resource and reference materials

Effective implementation of education in these areas enables the student to become increasingly responsible and autonomous. This promotes active student participation in the continuous process of development of self.

Guidance programs should be systematic and accountable

Systematic planning, assessment of needs, the implementation of goals and objectives, and formative and summative evaluative procedures all lead inevitably to the development of a guidance program, as distinguished from a series of isolated services. A systematic approach to the organization and administration of guidance services has built-in accountability. Such a program is not intangible, either by design or in outcomes. Results beneficial to students can be readily documented.

Guidance affects the learning environment in a positive manner

An effective guidance program seeks to create a learning environment that will maximize the student's learning capabilities. Basic to this premise is that the learning process is personal and unique to each student and that the product of learning is affected by the student's perception of self, community and society.

Guidance activities and guidance-focused materials enrich the curriculum and cause learning experiences to be personally meaningful. Comprehensive career guidance infused with the educational curriculum at all grade levels gives purpose and meaning to the acquisition of academic skills and knowledge.

An effective guidance program seeks to create a learning environment that will maximize the student's learning capabilities.

Remedial and preventive guidance becomes central in providing a positive learning environment. Cognitive learning is hindered when emotional interference exists. Remedial counseling assists students with crisis situations and immediate problems which interfere with the learning process.

Whereas remedial counseling is of great importance, the cumulative effectiveness of guidance is impeded if the focus becomes remediation of problems. Major efforts must be centered on preventive services, those services designed to assist students identify strengths and weaknesses which help or hinder educational progress, personal and social growth, and career development. Preventive services provide for the development of coping skills, the encouragement of positive attitudes toward learning, and the identification and remediation of potential learning problems.

Preventive guidance becomes synonymous with developmental guidance as it is integrated into a K-12 program.

Guidance programs should be flexible and evolutionary

All aspects of the guidance program must be continuously evaluated so that they are reflective of the currently existing needs of the student body and of the local community. The guidance program should be attuned to societal shifts and changes which dictate corresponding program changes. It is essential that a strong emphasis be placed on the preventive nature of guidance and that student needs are anticipated. Appropriate and timely intervention strategies may be initiated, such as group guidance for potential drop-outs and children of divorce or classes on study skills.

Guidance personnel involved in the direct delivery of services should have special skills and training

The implementation of a comprehensive guidance program requires personnel who are trained, competent and knowledgeable in a variety of areas. Goals and objectives lead to a multiplicity of tasks and strategies designed to provide maximum personal, academic, social and career development for highly divergent student populations. Students vary in their development. They range from precocious to slow, academically gifted to severely mentally retarded and gregarious to withdrawn. Students may have an acute need for special support and services or may be scholastic achievers and socially well adjusted. Each of these students must be effectively and skillfully served by guidance personnel to ensure optimal personal growth.

Competencies in the following areas are essential:

Human growth and development—including developmental needs of students, human behavior and learning theory

Societal and cultural influences—including forces and changes with particular reference to sex, socio-economic, ethnic and minority groups

Individual and group counseling—including parent and teacher consultation, group dynamics and facilitative skills

Decision making skills—including skills for personal, social, educational and career/life planning

Vocational and career development—including occupational and educational information and career development theory and practices

Student appraisal—including data collections, administration and interpretation of interest, achievement and aptitude tests, and identification and remediation or referral of learning and developmental deficiencies

Program development and evaluation—including planning, implementing and evaluating

Professional ethics and law—including ethics related to practices of counseling and rights and responsibilities of students and parents

Guidance personnel can acquire competency in these areas through preservice and inservice training programs. In addition, professional growth in knowledge and skills can be ensured by continuing membership in local, state and national professional organizations; by participating in inservice workshops, seminars, accredited graduate courses; and by professional reading. (See Appendix A for accreditation and certification information and Appendix B for professional counselor organizations.)

Guidance should be coordinated with other agencies

It is of critical importance that the guidance staff maintain, and use effectively, a current listing of resource agencies and personnel involved in providing specialized services for young people. Some of these include:

—Department of Social and Rehabilitative Services
—Welfare Department and Child Protective Services
—Youth court officials
—Mental Health Center
—Local center for the treatment of substance abuse
—Big Brother-Big Sister Program
—Youth homes, halfway houses, group homes
—Local tutoring services
—Agencies providing counseling and medical services
—Emergency telephone numbers—child abuse, runaways, etc.
—Local church groups

Guidance responsibilities should be shared with others

The shared commitment, energy and expertise of many individuals contribute to the effective implementation of a planned guidance program. These individuals may include the members of the guidance committee, nurses, teachers, parents, students, administrators, para-professionals and the guidance staff. Particular areas of training and skills should be assessed, coordinated and utilized appropriately.

Broad-based involvement in the delivery of guidance services and development of the guidance curriculum promotes a sense of responsibility for all participants and maximizes the impact of the program for the student.

- Parents should have input into stating the needs they perceive their children and their school to have. They must be partners in efforts to remediate social and academic behavior or attempts to intervene in any way with their children.

- Teachers are a critical part of the guidance program. They serve as referral sources to identify children in need. Teachers may be active participants in the delivery of guidance services within the classroom.

- Administrators facilitate and implement local school district policy. These policies provide direction, encouragement and mandates for the continued development and implementation of guidance programs.

Chapter 3
Steps to Develop a Guidance Program

The purpose of this chapter is to outline a way the readers, be they teachers, counselors, administrators or school board trustees, can become involved in the design of a guidance program.

Comprehensive program development is a process to plan, develop, implement and evaluate program effectiveness. A measure of that effectiveness will be its ability to identify and meet the changing needs of students. Consequently, the process provides for purposeful change and growth. A school district which supports this posture will see the relevance of the process for (1) designing new guidance programs, (2) improving existing guidance programs and (3) evaluating and documenting guidance program effectiveness.

Comprehensive program development provides for purposeful change and growth.

Three conditions are necessary for successful change and growth.

- The guidance personnel and/or school community recognizes a need for change, revisions and/or evaluation.

- Commitment to the process is evident from the board of trustees and administrative staff.

- Key administrator(s) actively participates in the process.

As previously stated, effective guidance programs require a continuous process of planning, developing, implementing and evaluating. The continuous process is presented in six sequential steps for the purpose of these guidelines. Those steps are:

Step 1—Conceptualize the Program
Step 2—Assess and Prioritize Needs
Step 3—Formulate Goals
Step 4—Write Objectives; Identify Outcomes, Strategies and Resources
Step 5—Establish a Program; Compare, Reassess, Plan for Resource Development, Implement
Step 6—Evaluate Program

The steps are sequential and interrelated, as shown in Figure 1. It is possible to begin at any step, provided the preceding step(s) has already been successfully accomplished.
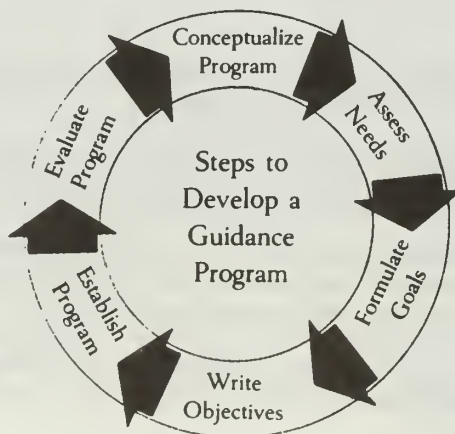
Figure 1

Steps to Develop a Guidance Program

Conceptualize Program — Assess Needs — Formulate Goals — Write Objectives — Establish Program — Evaluate Program

Step 1
CONCEPTUALIZE THE PROGRAM

Select and implement guidance committee

Essential to the success of guidance program development will be the involvement of representative populations directly or indirectly affected by the guidance program. A guidance committee serves to assess and review the present program, propose ideas and promote an understanding of the guidance program within the school and community.

The guidance committee should include representation of students, parents, teachers, counselors, administrators and, possibly, school board trustees. Inclusion of community representatives and human service workers may contribute additional perspectives.

An interim selection committee composed of an administrator, counselor and teacher will be responsible for the selection of individual guidance committee members. Members may be selected through appointments or from volunteers. Membership of the guidance committee may be affected by school district size. However, a committee is crucial to any school district, regardless of size. Membership is recommended not to exceed 15.

The guidance committee will continue on an ongoing basis to advise upon the guidance program. Representative membership should continue with a maximum change of 50 percent each year.

Guidance committee functions

The guidance committee serves the school district and functions within the conditions established for similar curriculum and advisory committees. Functions might include:

- Establish a mission statement to give purpose and direction for members.

- Prepare a master timetable to provide scope and sequence to the process.

- Determine the status of the existing program. A checklist, such as the one found in Appendix C, may be used to assist the committee.

- Ensure that the stated guidance philosophy complements the educational philosophy of the district.

- Identify key decision makers—those persons in the schools and community whose understanding and support will generate resources for the guidance program.

- Identify the characteristics of the students— the social, cultural, economic and political factors unique to the community which would influence the needs of students.

- Participate in the preparation, administration and analysis of the needs assessment.

- Assist in developing goals, objectives and strategies to meet the identified needs.

- Communicate goals, objectives and evaluation data to others.

Committee members' responsibilities specific to each population group are presented in Chapter 4.

Step 2
ASSESS AND PRIORITIZE NEEDS

An essential step is to ascertain guidance needs, since goals and objectives established on the basis of a needs assessment are more apt to be relevant. Most importantly, the assessment of needs:

- provides concrete data for the basis of a guidance program
- establishes priorities for program planning and/ or revisions
- provides for an accountability base in the guidance program

A needs assessment identifies priorities of the guidance program within the philosophical framework of the school and community. The assessment determines what the student's needs or desired outcomes are and the degree to which they are being satisfied. The process provides support for the continuation of successful guidance activities with sufficient feedback for change if necessary.

The assessment process

The guidance committee will design the needs assessment. Their input and involvement throughout will be the key to a successful and relevant assessment.

There are a variety of ways to determine guidance needs of students. Interviews, analyses of community communications, surveys and developmental needs analysis will be briefly explained:

Interviews—Group or individual interviews permit the use of structure and open-ended questions. The information acquired can be useful, but time consuming to collect. Validity depends upon knowledgeable sources and the quality of the interview process.

Analyses of community communications—An ongoing analysis of newspaper, television and radio may present useful information, as well as different perspectives to student needs.

Surveys—A survey approach which involves students, parents, teachers and administrators in identifying needs from a list of potential guidance needs is most commonly advocated.

Developmental needs analysis—Study the developmental needs of a given age group that fall within the span of the guidance program.

Defining guidance needs

Serving the needs of students in personal, social, educational and career/life planning areas is the central theme upon which these guidelines are based. The delivery of services to meet these needs may involve teachers, parents and community members, in addition to guidance personnel. Guidance personnel may assist other populations meet student needs through inservice presentations, parent groups, consultations, etc. Examples are given to illustrate the needs respective to population groups:

Student need—to know how to get along with other people

Teacher need—to be aware of guidance materials and activities that can be used in the classroom

Parent need—to know how to help children develop better study habits

Assessment instruments

Items for a needs assessment can be generated at the local level or may be selected from instruments already developed. Needs should be considered which address the fundamental aspects of the guidance program, e.g., personal, social, educational and career/life planning. A preliminary study of developmental needs and stages of students will assist the guidance committee in selecting need items for the assessment. A brief outline of developmental needs is found in Appendix D.

Identify the population groups of students to be assessed, e.g., K-12, 7-8, 9-12, etc. Needs assessments may be done by grade spans or grade levels depending on time and resources available to the committee.

Stating guidance needs of students, as well as determining if these needs are being met, is essential to the needs assessment process.

Examples of needs assessment instruments appear in Appendix E. These examples may, or may not, be appropriate to a given local situation. The guidance committee is encouraged to develop a technique or instrument unique to its school and community.

Planning for data processing

The type of data processing to be used will need to be considered at this time. The data collected may be useless if the procedures for analyzing and summarizing have not been addressed. If a computer will be used for processing, consult a programmer at this stage.

Defining the population

Ideally, every population affected by the guidance program will participate in the needs assessment. Students should serve a primary role of assessing their own needs, whenever appropriate, as defined by age level. Do not assume you know what the needs are. The simple act of asking people what their needs are, rather than trying to guess, adds appreciable credibility to the program.

A representative sample is recommended for large schools or districts. In smaller schools of 200-300 students or less, it is desirable to assess the total population.

Prioritizing needs

An analysis will determine what needs are most important and what needs are currently being met. The subgroups ranking the needs may not completely agree as to which needs are being met, which are not and which are most important. The committee will need to select a system for weighing the importance of each group's perception.

Prioritizing needs is critical. Seldom will resources be sufficient to meet all needs. A rank order of needs by importance encourages school districts to set priorities.

Cluster needs

Identifying clusters, or groups of similar needs, will expedite the following steps. A review of the needs list will identify clusters of similar needs.

Identified needs such as:
- to accept and like myself better,
- to develop more confidence in myself, and
- to accept and deal with personal disappointments

all deal with building confidence and self-esteem. Clustering does not imply rewriting need statements to encompass others. This will be done in the goal statements.

Presenting the data

A system for data presentation is necessary for later reports. Various methods are appropriate—rank order of responses, percentiles, raw tally totals, charts, bar graphs. Select a method easily interpreted by others.

The guidance committee should now have the following information:

- Guidance needs of students by rank order of importance

- Guidance needs of other populations by rank order of importance

- The degree to which these needs are currently being met

Step 3
FORMULATE GOALS

Needs must be translated into goal statements. Goals should reflect the general intentions of the guidance program. Criteria for well-written goals include:

- goals are student centered
- goals are directed to student outcomes
- goals reflect the general intent of the identified need(s)
- goals reflect the educational and guidance philosophy of the school and community

Goals will need to be written that cover the identified guidance needs established in the preceding step. One goal may be written to cover more than one need or clustered needs. A manageable list of not more than 15 goals will need to be compiled. The elimination of lowest priority needs may serve to make the list manageable.

The process will include an examination of existing guidance goals as they meet identified needs. It is plausible that existing guidance goals are not deemed important, as identified by need or need

priority. A reallocation of time and redirection of existing program goals may be warranted to better serve guidance needs.

Developmental goals

As goals are formulated, consideration should be given to the readiness of students to achieve stated goals. Developmental stages, needs and abilities should be addressed when selecting appropriate goals.

Goal samples

The following are two examples of needs translated into goals:

NEED—to learn how to make decisions
GOAL—to help students develop effective decision making skills

NEED—to get along with other students
GOAL—to assist students in developing acceptable methods for reconciling differences and coping with social situations

Consult decision makers

The guidance committee completes the task of writing goals pertinent to the identified guidance needs. To ensure that goals are consistent with school policies and philosophies, intermittent consultation with key decision makers, including the superintendent and board of trustees, is recommended.

Prioritize goals

A procedure for prioritizing the goals has already been established within the needs assessment. Goals are rank ordered by importance, consistent with the priority listing of needs. A discussion of matching goals to the availability of resources, both personal and material, will follow in Step 5.

Step 4
WRITE OBJECTIVES: identify outcomes, strategies and resources

At this point, it is necessary to translate general intentions (goals) into a series of objectives that can be attained. The objectives are written so that student behavior outcomes are observable, thus measurable.

Program objectives should reflect what students will accomplish as a result of the strategies and experiences provided. Measurable objectives must be more than a statement of what teachers or counselors will do to, or for, students.

Numerous methods of writing program objectives are found throughout guidance materials and literature. The format suggested in these guidelines provides a logical sequential process for stating objectives. Select a format most consistent with available time, resources and expertise. Whatever format is chosen, common elements should be evident—*who* will be able to do *what, to what extent* and *how* it will happen.

These guidelines suggest that objectives are easier to write when broken into specific elements:

- Objective statement—*who* will be able to do *what*
- Measurable outcomes—*to what extent*
- Strategies and resources—*how* will it happen

An objective statement identifies *who* will be able to do *what*. To *what extent* is answered by specific measurable outcomes of the objective statement. The outcomes identify what a student is expected to know and/or do as a result of guidance activities. Outcomes are the key to evaluating program effectiveness. In the event objectives are written to serve other guidance populations, such as teachers or parents, the outcome would be specific to them. Strategies and resources used to achieve objectives define *how* it will happen. Examples of strategies could be personal or group counseling, parent consultation, group guidance, inservice presentations, career days, etc.

Current guidance activities may already be helping students reach objective outcomes. Other objectives may require new programs, strategies and activities. A search of literature, reviewing catalogs, talking with colleagues and participating in workshops may identify programs or strategies appropriate for objectives. *Promising Practices*, Chapter 5, may serve particular objectives.

The following are two examples of goals and related objectives:

Level: K-3
Goal: To assist students in developing an understanding and appreciation of self.
Objective: The student will demonstrate a positive attitude toward self as a unique and worthy person.

Outcomes:	Strategies:	Resources:	Evaluation:*
-List personal strengths & weaknesses -Make positive statements about self & others in structured activities -List examples of how individuals differ in their interests and abilities	-Classroom guidance sessions in grades K-3 conducted by counselor	-IALAC filmstrip & book by Argus Communications -DUSO I & II by American Guidance Service -100 Ways to Enhance Self-Concept in the Classroom by Canfield & Wells -Games Children Should Play by Cihak & Heron -Warm Fuzzy filmstrip & book by Argus Communications -Liking Myself by Pat Palmer -I Am Somebody by Green	

Level 7-8
Goal: To help students develop effective decision making skills.
Objective: The student will demonstrate skills in making personal and educational decisions.

Outcomes:	Strategies:	Resources:	Evaluation:*
-List personal values & attitudes that affect their decisions -List in sequence the major steps involved in making decisions -Demonstrate the decision making process in group guidance activities	-Classroom guidance sessions for grades 7-8 conducted by counselor & teacher	-Value Clarification: A Handbook of Practical Strategies by Sidney Simon -Transition film kit by American Guidance Service -Meeting Yourself Halfway by Sidney Simon -Making Sense of Our Lives by Argus Communications	

*Evaluation will be explained in Step 6.

Step 5
ESTABLISH A PROGRAM:
compare, reassess, plan for
resource development, implement

At the completion of Step 4, the guidance program is presently defined in an ideal state. Before settling on final goals and objectives, what is ideal must be compared to what is realistic and practical. This involves the comparison of:

- the identified goals and objectives to the existing program
- the identified goals and objectives to available time and resources

Compare

Identify current activities performed by guidance personnel. This includes all activities or tasks directly or indirectly related to serving students. Examples may include maintaining student cumulative folders, participating in Child Study Team meetings, evaluating transcripts, computing GPAs to determine honor roll membership, etc.

The current activities are then compared to the newly established program objectives. This analysis will determine those current activities:

- directly related to objectives
- indirectly related to objectives
- not related to objectives

Services not serving the identified needs may need to be modified or eliminated. Alternative means to accomplish the services more efficiently should be explored.

Management objectives

The preceding activity may have transferred some guidance duties, for the purpose of best allocation of time and resources, to other school personnel. Some duties may remain the primary responsibility of the guidance personnel. Such duties may not have measurable student outcomes and may be difficult to evaluate in terms of specific student performance. Guidance management objectives, which state the general guidance duties to be performed by guidance personnel, should be determined at this time. The objective, however, may not be measurable in terms of specific student outcomes.

Reassess

Goals and objectives will need to be reassessed based on what is attainable with available resources, both human and material. This process will require consideration of:

Time—Is there enough time available to accomplish the objectives? Objectives may be eliminated, or substitutions made, depending on time constraints. Refer to *Promising Practices*, Chapter 5, for alternative ideas or methods.

Resources—Are there sufficient resources, both human and material, to accomplish the objectives? Identify resources available to the guidance program, e.g., teachers, administrators, counselors, parents and community members.

Priority goals and objectives may have to be modified or postponed based on the reassessment of time and resources.

Resource development

Resource development is a product of the reassessment process. Discrepancies between staff competencies and availability of resources to meet student needs may become apparent. A plan for staff development may be warranted for specific skill acquisition and professional growth. A worthy objective may have been postponed due to lack of material resources. The plan for resource development should include procedures to purchase, borrow or develop essential resources.

Set timelines and implement

A time frame for implementation of program objectives should be established. Realistic time schedules should be assigned to the objectives based on an overview of strategies, resources and personnel.

Presenting the program philosophy, goals and objectives in a well-defined, written format is essential for evaluating and communicating the program to others. The program should be presented to the district administration and board of trustees for their information and support.

The comprehensive guidance program is ready for implementation.

Step 6
EVALUATE PROGRAM

Evaluation is a process for determining the effectiveness of the guidance program. The process should be systematic, comprehensive and ongoing. There are various levels and methods for evaluating programs to "be accountable." These guidelines suggest monitoring attainment of program objectives as an appropriate approach to accountability through evaluation. Comprehensive program development is itself an evaluation process. In Step 2, the needs assessment identified student needs and the degree to which the needs were currently being met. Step 4 reassessed goals and objectives based on an evaluation of time and resources. Evaluation has and will continue to occur throughout the planning, developing and implementing stages of

The evaluation process for determining the effectiveness of the guidance program should be systematic, comprehensive and ongoing.

program development. The evaluation process must provide for ongoing assessment of student needs, at-tainment of objectives and allocation of time and resources with special attention to changing needs and complexion of the guidance population. The process should include procedures for:

- collecting evidence
- monitoring
- recycling data
- reporting data

Collecting evidence

A variety of techniques, including tests, observations, surveys, daily logs, questionnaires and interviews, may be devised or purchased to measure attainment of objectives. An internal evaluation of objective completion is an effective tool for evaluation requiring minimal time. The internal evaluation is the counselor's or teacher's documentation of outcome attainment. (Example—18 of 20 students could list, in sequence, the major steps involved in making decisions.) The evaluation measures *how well* the outcome was achieved.

Collection of evidence necessitates organizing and compiling data for immediate feedback and year-end reports. An expansion of the stated objectives to include the evaluation measurement will expedite the process.

The following example illustrates this:

Level: 9-10
Goal: To help students recognize and constructively deal with chemical use.
Objective: The student will explore attitudes, values and actions related to chemical use.

Outcomes:	Strategies:	Resources:	Evaluation:
-Identify reasons why people use drugs -Identify effects of drug use in relation to society, family and friends -List legal ramifications of illegal drug use -Identify resources for helping self, family and friends in trouble with chemical use	-One week guidance session in conjunction with health unit, conducted by counselor & teacher	-Guest speakers -Filmstrips -Drugs, Kids and Schools by Kessler -State of Montana Teacher's Guide for Alcohol Education, Grades 7-12	-16 of 16 students listed 4 reasons for drug use -14 or 16 students identified 3 effects of drug use -15 of 16 students listed 3 legal ramifications -16 of 16 students identified 2 helping resources

Monitoring

Guidance, in many respects, is seasonal. Some evaluations will be ongoing, while others will be accomplished early in the school year. Evaluation requires continual monitoring of program needs and objectives.

A major value of comprehensive program development is that program objectives include the criteria for determining if objectives have been reached. Continual monitoring of desired outcomes and strategies will allow feedback for continuation of successful activities and modification or elimination of ineffective elements.

Recycling data

Recycling the data back into the planning and developing stages is paramount to program effectiveness. The recycling procedures may result in expansion, modification or termination of services, activities, personnel, resources and facilities. The recycling process ensures that the guidance program meets the changing needs of students.

Reporting data

Results of the evaluation process are compiled, summarized and presented to the district administrators, school board trustees and other key decision makers. The type of format used should be appropriate to the receiving audience. It can be a simple statement of objective results or an elaborate system of graphs. Most importantly, it should be concise, easy to understand and to the point.

The evaluation process will:

- determine program effectiveness

- provide support to the guidance program

- help school personnel communicate the worth of the guidance program to school and community members

- provide greater efficiency in time, personnel and resources

- give direction for needed change and growth

Chapter 4

Roles and Responsibilities of the School/Community

Toward Comprehensive Guidance Programs

The purpose of this chapter is to assist individuals with their responsibilities on the guidance committee, as well as to the ongoing guidance program. The various positions and assigned roles listed in this section are representative in nature. In many districts in Montana one person will hold more than one position. However, the positions/roles indicated do, in fact, exist in some fashion in all of our school systems. To the extent that there is overlap in the professional responsibilities of a guidance committee member, there would be similar overlap in that person's role on the committee.

Board of Trustees

The board of trustees of the school district has a number of very important responsibilities with respect to the educational programs of the district including the guidance program. The first and most important responsibility is to recognize that there will, in fact, be a guidance program no matter what the board does or does not do in that regard. In the absence of appropriate board action, the "guidance" program of the district will develop by default, piecemeal, on an ad hoc basis and will inevitably be inefficient and mediocre at best.

It is the responsibility of the board of trustees to:

- become informed as to the need, purpose and nature of an effective guidance program

- develop a comprehensive policy statement to guide district personnel in the development and implementation of the district guidance program

- ensure that only personnel are employed whose philosophy of education in general, and toward a guidance program in particular, is consistent with that of the district

- delegate the superintendent with the mission of developing a comprehensive guidance program for the district; for providing the necessary resources including release time for staff involved; providing substitutes where necessary; and for inservice training of personnel

The most important resource which a board of trustees can and must provide, if the project is to be successful, is its active support. The administration and others involved in the process must know what it is the board expects; that the board truly wants a quality program developed; and is prepared to provide the necessary support to assure its accomplishment.

Superintendent

The superintendent must first of all be thoroughly knowledgeable of the reasons for, and the importance of, a comprehensive guidance program and

how to have one developed and implemented. The superintendent needs to recognize that guidance programs, even more so than some subject matter areas of the curriculum, are dynamic and evolving. Procedures for ongoing evaluation and program modification, as circumstances and needs of the students warrant, must be incorporated into the program from the moment planning is begun.

The superintendent needs to recognize that guidance programs, even more so than some subject matter, are dynamic and evolving.

The superintendent has the primary leadership role to:

● educate the board of trustees on the nature of a proper guidance program and its importance to the educational and personal development of children

● assume the principal leadership role in implementing the process and assuring its proper conclusions, either personally or by delegation to another administrator

● assure that curriculum is developed and personnel are employed consistent with the intent of board policy

● assure that the necessary resources and other support efforts are made available as needed, including appropriate inclusion in budget recommendations

● assume, personally and by delegation, primary responsibility for articulating the intended guidance program and its importance for the growth and development of the children to the district staff, parents and the community at large

Administrator(s)

Included in this category would be the offices of assistant superintendent, directors of curriculum and guidance services, and principals.

The administrator member of the guidance committee may be acting on behalf of the superintendent and would exercise general supervisory and leadership responsibility for the work of the guidance committee. This person would be expected to understand and have a commitment to district policy as it applies to the nature and objectives of a comprehensive guidance program.

The administrator member has the responsibility to:

● provide leadership to the other members of the team at the beginning of the project

● assure that members of the committee understand the value, function and process of guidance services

● articulate the district policy regarding guidance services to the committee

● select a guidance committee in consultation with the superintendent and counselor(s). It is important to recognize that people are more apt to be committed to and support those programs which they had a meaningful part in developing. Membership on the committee should include representatives from the various relevant groups within the district and community.

● chair the guidance committee, schedule meetings, and supervise the preparation of agendas

● take an inventory of existing guidance services, including the qualifications and skills of all current staff

● supervise the necessary logistical activities preparatory to meetings and/or research activities (e.g., release time, substitutes, clerical services, etc.)

It is essential that continuing communication exists with the superintendent so that the superintendent is kept abreast of the progress of the guidance committee and the administrator is kept current on the attitude of the board of trustees and superintendent with regard to the progress of the committee.

Counselors

Consistent with district policy as stated by the board of trustees and under the general supervision of the administration, counselors assume technical and professional leadership for all aspects of the development of a comprehensive guidance program. This would be subject to mitigation to the extent that administrative representatives may also be professional guidance personnel.

More specifically, it is the responsibility of the counselor to:

- serve as the primary resource to the guidance committee in identifying a guidance philosophy, student needs, program goals and objectives

- identify student outcomes, strategies and resources appropriate to stated objectives

- inventory currently available guidance resources

- implement the program goals and objectives

- maintain an ongoing evaluation assessment

- compile and present, with the assistance of other committee members, a written evaluation of the guidance program at the end of each school year

Teachers

The most successful teacher-member of a guidance committee is one who possesses and manifests an understanding of, and appreciation for, the processes of development, learning and behavior in children.

The teacher members of the guidance committee have a very important role in bringing to the process, for consideration, their perception of student needs, in the way of guidance services, based upon their "front-line" experience in observing and analyzing student and parent behavior. The teacher is also in a unique position to identify administrative/logistical procedures and/or attitudes which may be inconsistent with, and mitigating against, district guidance and/or other educational objectives.

Teachers have the responsibility to:

- be involved in the evaluation of existing guidance services and in the inventory of staff qualifications

- identify, for the guidance committee and administration, those support services needed by the classroom teacher(s) so they can more effectively respond to, or identify, student needs

- assist in the development of goals and objectives that will be specific to identified student needs

- be an active participant in the implementation of guidance goals and objectives whenever appropriate to their situation and competencies

- become involved in the development and implementation of inservice programs for teachers and others

---

A very important role of the classroom teacher is demonstrating the credibility of the district guidance program upon implementation.

A very important role of the classroom teacher is demonstrating the credibility of the district guidance program upon implementation to the teaching staff, students and parents. This is an ongoing responsibility and, given the reality that a valid guidance program is dynamic and constantly evolving, the classroom teacher must be continually involved in two-way communication with other participants in the guidance program/process.

Students

Since the sole reason for a guidance program within a school is to provide support services to students even though this is sometimes accomplished indirectly via services to teachers and/or parents, it is essential that students' perception of their needs be seriously considered and examined.

Students also serve indirectly as resources to the guidance committee through needs assessment activities such as test scores, surveys, interviews and cumulative records. Individual students also serve as explainers and supporters of the established program to their peers.

Parents

Since their children are the intended beneficiaries of any guidance program, parental involvement in the development of such a program is crucial. Initially, parents fulfill their role through their elected representatives—the board of trustees, who are responsible for formulating a district philosophy and policy for guiding and governing the guidance program and for authorizing and financing the program itself.

The fact that most teachers, counselors and administrators within the district are also parents, many of whose children are also students of the district, is often overlooked. However, it is also valid to have the perspective of some responsible parents who are not professional educators. In addition to providing information about what they feel parents and children expect and think is needed in the way of guidance services, they can provide an invaluable service in identifying areas or subjects of potential controversy. They also can be very helpful

in assuring parental acceptance of the program at implementation time.

Parental involvement in the development of a guidance program is crucial.

Community

Many individuals and organizations within the community have a strong interest in the development of educated, responsible and well adjusted people as well as a legitimate interest in the nature and extent of guidance services available at the local schools. The involvement of such people from the very beginning and throughout the process of program development is critical.

Community resource personnel are often in a position to provide valuable technical assistance to the committee. They are in the position to provide important services to complement and supplement the eventual guidance program of the school district. Their participation will preclude the possibility of the school district incorporating some services (and concomitant costs) in its guidance program which are already available in the community and adequate for the needs of the students. Their support for the program when implementation time arrives can be a very important factor in community acceptance.

Chapter 5

Promising Practices in Guidance

The needs assessment process may have identified special needs that could be addressed through guidance practices not presently available within the school district. This chapter intends to introduce seven practices that may serve to stimulate ideas in pursuing areas for possible adaption within a guidance program. Selected resources are listed at the end of each practice.

There has been criticism of education and social programs for trying to solve interpersonal problems with technological solutions. Five of the suggested practices are interpersonal in nature. Two, however, do suggest use of "the machine," but in both cases this is to do "mechanical" functions to free humans to do the very personal work of providing guidance to students.

Advisement Program

Guidance serves the pervasive needs of middle- and upper-grade students as they face the staggering task of coming to grips with their own developmental changes, solving the social and moral issues of adult society, and learning the skills and knowledge requisite to economic productivity. When students leave self-contained classrooms they lose a special relationship that they developed each year with one teacher. Research indicates that many (up to half) never develop such a relationship again during their school years. Students at these ages desperately need access to caring adult models for

leadership and conversation as they work through these tasks of the adult transition.

A promising new practice for meeting these needs is the advisement program.

There are many variations in advisement programs due to a central premise of such programs—namely, that they be locally developed by each school to meet the unique needs and situations. In brief, these programs work like college advisement programs are supposed to work with the addition of group discussions with advisees. A typical advisement program would require:

- Dividing students into a number of small groups (6 to 15 students each). The number of groups would be equal to the number of certified personnel in the school (e.g., teachers, counselors, administrators, librarians).

- Each advisor meets with the advisee group at least every second week to: a) work on course schedules and career plans (this might be done individually or combined group sessions); b) attend to any student-school administrative needs; and c) facilitate discussion on important school or problem issues.

- The advisor being available to the student on an individual basis for planning the course of study, plus whatever other concerns the student

may need to raise and to subsequently assist the student in making contact with other school or community resources the student might need (e.g., the school counselor or a person in the community engaged in a career that the student may be considering).

The advisor functions as an information source, a discussion group leader, a scheduling clerk, an advocate, and a referral maker. Administrative detail work is more personalized, teacher-student relationships are improved, important quasi-curricular issues have a forum for discussion, and counselors are freed to attend to guidance services.

For an advisement program to work, the following are necessary:

- Genuine involvement of all school staff in program planning and decision making. There may be resistance to doing the scheduling and paperwork for the students or concerns about leading group discussion on sensitive topics. Without honest teacher support, the best paper program is likely to fail.

- A clear explanation of the program concept and benefits, as well as a clear understanding of the overall school guidance program and how advisement fits. Teachers must be able to see the advisement program as enhancing the overall educational program.

- Inservice training is required in the areas of: a) the overall program procedures, b) communications skills for individual work with students, and c) group discussion techniques.

- Designation of a truly representative committee to be responsible for ongoing program development and evaluation and a person (administrator, counselor, or committee chairperson) to assume responsibility for program coordination.

Three questions are frequently asked about advisement programs. These questions and brief answers are given below:

- *Is it expensive?* No. Advisement programs can be set up using existing resources. Some have used consultants and/or substitutes, but this is not necessary.

- *Is it disruptive?* A little. Any new program requires adjustments. A school schedule has to be drawn that includes advisement groups. Staff meetings must be held for planning and evaluation. Inservice training must be developed and scheduled.

- *Can it replace guidance services?* No. An advisement program is an aspect of, rather than a replacement for, a guidance program. It removes routine "lower-level" guidance activities from the counselor, freeing this position to provide functions requiring special skills and training.

Available information indicates that organized advisement programs improve school climate, improve school-parent relations, and greatly enhance the effectiveness of the school counselor.

Resources

Hawkins, L. and R.J. Cowles. *Just a Little Care.* Florissant, Missouri: ESEA Title III Project, Ferguson-Florissant School Dist., 1975.

Hanson, Kenneth N. "Teacher-Advisor Program Humanizes the School." *NASSP Bulletin,* September 1980, pp. 110-112.

Student Advisement. California Personnel and Guidance Association Monograph Number 17. California PGA, 654 E. Commonwealth Ave., Fullerton, CA 92631, 1980.

Developmental Elementary Guidance

The critical role of the advisement program in the upper grades is paralleled by the increasing use of guidance targeted to the elementary grades.

Traditionally, a great deal of attention has not been paid to guidance needs of K-6 children unless special problems existed. Yet, critical developmental needs are centered in the elementary school environment.

A developmental misstep may produce a problem in the elementary grades which can continue to grow and manifest itself in adolescence.

An exciting and effective current approach to elementary guidance seems to be the "counselor in the classroom" approach.

This involves:

- Hiring an elementary counselor skilled in parent and teacher consultation, group counseling and discussion, individual counseling and referral process.

- Assigning the counselor responsibility for a set of lower elementary classrooms.

- The counselor entering each classroom each week for 30 to 45 minutes to facilitate group activities and discussions around preplanned developmental topics.

- The counselor being available to teachers for consultation and to children for individual appointments and to work with parents.

- Connecting students and parents to other community resources as appropriate.

- Providing parent inservice programs as appropriate.

Such programs are more effective than the occasional teacher (or counselor) given lesson because it is consistent and focused. Counselors tend to be more effective in giving such lessons because they usually are better informed on group counseling, emotional development techniques, and counseling communications techniques. Also, by becoming known to students through regular contact, students more readily self-refer to the counselor.

The disadvantage of elementary guidance programs is the cost of employing elementary counselors. While elementary guidance is required in Montana Accreditation Standards, requirements are briefly stated and few programs exist within the state. The main advantage of such programs is that problems can be prevented or caught while small. The benefit-to-cost picture for such programs, ultimately, should be quite impressive.

Peer Counseling

While adolescents may be in need of adult models and guidance, in practice they often turn first to peers when they have a concern, question or problem. Research has shown that appropriately selected, trained and supervised peer counselors can be very effective.

There are many different ways to use peer counselors in the schools. More will surely be developed as the concept continues to spread. The basic general outline for peer counseling is:

- Students are recruited to serve as peer counselors.

- Recruitment may target on leaders, use peer nominations, be a general recruitment with selection, etc. Whatever the method, students with a high level of personal-emotional problems will seldom be effective peer counselors.

- Training is provided for students in basic counseling, the communications process and referral skills. This sometimes includes factual information on areas of critical concern to the age group, such as drug/alcohol abuse.

- Regular supervision is provided by the school counselor. Schools using properly developed and implemented peer counseling programs generally report positive results, including a decrease in disciplinary incidents, less vandalism, and improved school climate.

Resources

Elementary School Guidance: Program Planning, Organization, and Development. Pennsylvania Department of Education, Box 911, Harrisburg, PA, 1978.

Muro, James J. and Don C. Dinkmeyer. *Counseling in the Elementary and Middle Schools.* Dubuque, IA, Wm. C. Brown Co., 1977.

Project Prepare: Counselor in the Classroom. Title IV-C Project. Missoula District One (Elementary) 1981. Report available with District One; Office of Public Instruction; or Guidance and Counseling, University of Montana.

Resources

Gray, H. Dean and Judith A. Tindall. *Peer Counseling: An In-Depth Look at Training Peer Helpers.* Accelerated Development Inc., Muncie, IN, 1978.

Gray, H. Dean and Judith A. Tindall. *Peer Power: Becoming an Effective Peer Helper.* Accelerated Development Inc., Muncie, IN, 1978. (Workbook to accompany *Peer Counseling: An In-Depth Look at Training Peer Helpers.*)

Myrick, Robert D. and Tom Erney. *Caring and Sharing: Becoming a Peer Facilitator.* Educational Media Corporation, 1978.

Computerized Career Information Systems

The computer age is here. The number of computers in public schools is expected to triple by 1985. Availability of computer hardware (e.g., terminals) and software (e.g., career information programs) can be an asset to the career guidance program.

Lack of access to relevant information on a variety of careers is one of the main stumbling blocks to concrete aspects of the career guidance program. By purchasing or leasing appropriate equipment and programs, the vast array of information on job market projections, preparation requirements, needed skills, and salary can be easily and accurately available to counselors and students. There are "interactive" programs for students that will allow them to dialogue with the computer in assessing their career interests and obtaining information on the career.

The main obstacles to implementing these systems are availability of hardware, cost of renting software and data links, and a reluctance of some counselors and educators to use the computer. Advantages of this system are up-to-date career information and more efficient use of counselor time.

Resources

Montana Career Information System, 33 S. Last Chance Gulch, Helena, MT 59620 (406)449-4772.

Montana VIEW (non-computerized version), Office of Public Instruction, State Capitol, Helena, MT 59620 (406)449-2410.

Guidance Information System, Time Share Corporation, 777 California Ave., Palo Alto, CA 94304 (415)856-6411.

CSG Choices, 1101 Connecticut Ave., N.W., Suite 807, Washington, D.C. 20036 (202)466-5663.

Computerized Interpretive Scoring Programs

A way to use the computer to improve the speed, accuracy, and quality of the guidance program is through use of interpretive scoring programs. These programs or counseling tests, especially vocational interest tests, have become very useful in recent years. They have gone beyond computer scoring and now include computer interpretation.

For example, National Computer Systems has an interpretive scoring program for the Strong Campbell II and Career Assessment Inventory occupational interest tests that literally write the student a booklet about the student's occupational interests. The student gets an easy-to-read-and-understand printout that, among other things:

- Gives a clear explanation of the concept, uses and limits of occupational interests in career choice.

- Tells the student level of interest in six broad career areas (as defined by John Holland).

- Shows student interest level in specific careers.

- Highlights three specific occupations of primary interest drawn from comparing student profile responses to those of same and opposite sex norm groups. References are made to the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*.

The counselor gets a summary of the relevant data and profiles.

Test results of the student are correctly interpreted without chance of human error. After the data is read and studied by the student, he/she then comes directly to the counselor to discuss questions and implications. No counselor-student contact time is lost in mechanical interpretation.

The disadvantage of the approach is primarily the cost. The counselor time saved and program enhancement gained appear well worth the amount.

Resources

NCS Interpretive Scoring Systems, Customer Service, P.O. Box 1416, Minneapolis, MN 55440.

Manual for the Minnesota Importance Questionnaire, Vocational Psychology Research, N620 Elliott Hall, University of Minnesota, 75 E. River Rd., Minneapolis, MN 55455.

Group Counseling

While group counseling is not new, it is finding more and more use in the schools. Group counseling has the advantage of allowing a counselor to work with more students at one time. It allows the counselor use of the power of the peer group in his/her work.

Elementary group guidance has already been described. In secondary school and the middle grades, group guidance would usually be group counseling targeted to assist a set of students with a similar developmental need or personal problem area. Groups may be targeted for self-concept development, decision making skills, interpersonal skill development, values clarification, job-seeking techniques, chemical abuse or dealing with divorce, etc.

Group counseling can be accomplished by the school counselor directly or with the assistance of other community resources. Community "agency" personnel with the needed expertise can be sought to either provide the group counseling or to co-lead a group with the counselor. Students may be referred for group counseling by teachers, counselors, administrators, parents or self-referrals.

Group counseling may be a valuable tool to increase staff efficiency and effectiveness for many student needs.

Resources

Cory, G. and M.S. Corey. *Groups: Practice and Process.* Monterey, CA, Brooks/Cole, 1977.

Dinkmeyer, D.C. and J.J. Muro. *Group Counseling: Theory and Practice.* Itasca, IL, F.E. Peacock, 1979.

Numerous articles on group counseling appear in the various APGA journals.

Working with parents

Research supports the necessity for developing an open communication system in which parents can become actively involved in educational experiences of their children. Active involvement of parents in the school experience has been correlated with increased student achievement, better school attendance, improved study habits and fewer discipline problems.

Research supports the necessity for developing an open communication system in which parents can become actively involved.

Counselors serve a vital role in facilitating parent-school involvement. Counselors can work productively with parents in the following ways:

- Assist teachers in making better use of teacher-parent conferences either as a consultant or as a participant.

- Provide inservice programs for parents concerning school policy, postsecondary opportunities for students, single parent issues, parenting skills, or specific school problems.

- Develop special programs for parents, either directly or in conjunction with others in the community, such as chemical abuse, single parent families, etc.

Counslors need specific knowledge and skills to work most effectively with parents. They are:

- An understanding of family dynamics and how these influence child development and behavior.

- A thorough knowledge of community resources.

- Effective consultation and referral skills.

- Knowledge of parenting skills and problems, including those in nontraditional families.

In direct work with parents, the counselor is primarily a consultant and referral person.

In direct work with parents, the counselor is primarily a consultant and a referral person. Family therapy and counseling is generally not within the expertise of the school counselor. Consultive or counseling work with the parent and child may be appropriate. Such work is sometimes sufficient but, at other times, a prelude to referral.

In all parent-work efforts by schools, it is essential that:

- Parents feel welcome, needed and important.

- There must be a positive focus. This means not contacting parents *only* when there is a problem.

- Setting up opportunities for interchange and dialogue.

Parent-work is one of the exciting educational trends of the 80's. The counselor and the guidance program can play a critical leadership role in this area.

Resources:

Okun, Barbara F. and Louis J. Rappaport. *Working With Families.* Duxbury Press, 1980 (Wadsworth, Inc., Division), North Scituate, MA.

Satir, Virginia. *Conjoint Family Therapy* (2nd Edition). Science & Behavior Books, 1967, Palo Alto, CA.

Satir, Virginia. *People Making.* Science & Behavior Books, 1972, Palo Alto, CA.
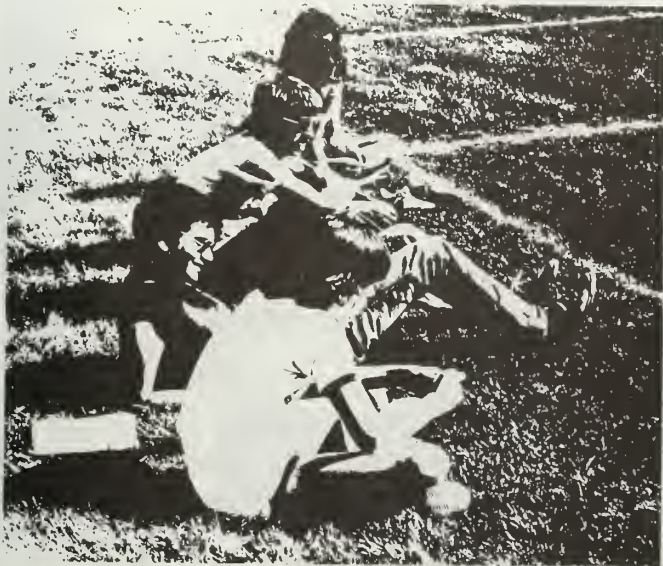
Summary

The process outlined in these guidelines provides for planning, implementing and evaluating comprehensive and accountable school guidance programs. Programs can be comprehensive when based upon (1) a K-12 developmental sequence, (2) personal, social, educational and career/life planning needs of students, and (3) translating student needs into goals, objectives, implementation strategies and evaluation procedures. Programs are accountable when they can demonstrate a positive influence on students.

The systematic process is applicable in numerous ways. School districts could use the systematic procedures for developing specific career education or drug and alcohol programs. Comprehensive guidance programs could evolve and interface into these total school programs.

Yet another approach may be to identify a specific aspect of the guidance program, such as career guidance. Based upon an established need for a single new guidance service, it is plausible to follow through each of the sequential steps outlined. This may be appropriate for limited time and resources. However, it is important to recognize that the product is merely a part of the total picture.

Repeatedly emphasized in the document has been the importance of involving representative school populations in the planning, developing, implementing and evaluating processes. Timelines for program development must be based on local demands and

resources. Start with step one and progressively work through the process. Smaller school districts may be likely to complete the process with implementation and evaluation beginning with the second half of the school year. In larger school districts, it may take two years before the program is totally operational. The planning and developing stages could occur within a given school year, while implementation and evaluation are targeted for the next year.

Repeatedly emphasized in this document has been an importance of involving representative school populations in the planning, developing and evaluating process.

Completing the process will create outcomes that serve the needs of students across the state. Completion of the outlined process will enable a school district to:

- develop programs unique to schools and communities based upon identified student needs

- build evaluation procedures for establishing and maintaining program effectiveness

- document that the goals and objectives of the guidance program are related to, and coordinated with, the educational philosophy of the district

- maximize the use of available resources, both human and material, through cooperative effort of school personnel

- verify that the guidance program is an integral part of the education system

- develop, improve and/or evaluate comprehensive and accountable guidance programs

Whereas the focus of this document has been to present a systematic process for developing, improving and evaluating comprehensive guidance programs, the central purpose remains to enhance and facilitate meaningful learning experiences for all students in the state of Montana.

The systematic process is applicable in numerous ways. School districts could use the systematic procedures for developing specific career education or drug and alcohol programs. Comprehensive guidance programs could evolve and interface into these total school programs.

References
and Resources

Listed below are resources which will provide additional assistance in planning a comprehensive guidance program.

Publications from
Departments of Education

Alaska Handbook for School Counselors, Alaska State Department of Education, State Office Building, Juneau, AK, 1981.

Colorado Guidance and Counseling Handbook for School Counselors, Colorado Department of Education, State Office Building, 201 E. Colfax, Denver, CO, 1978.

Elementary School Guidance, Program Planning, Organization and Implementation, Pennsylvania Department of Education, Box 911, Harrisburg, PA, 1978.

Guidelines for Developing Comprehensive Guidance Programs, California State Department of Education, 721 Capitol Mall, Sacramento, CA, 1981.

Kansas Guidance Program Evaluation Guide-Resource Packet, Kansas Department of Education, 120 East 10th St., Topeka, KS, 1982.

Massachusetts Career Guidance Handbook, Massachusetts Department of Education, 31 St. James Avenue, Boston, MA, 1979.

Model for Guidance-by-Objectives, Elementary and Middle Schools K-8, South Carolina Department of Education, 1429 Senate St., Columbia, SC, 1980.

Perspectives on Secondary Guidance, Florida Department of Education, Knott Building, Tallahassee, FL.

A Planning Model for Developing a Career Guidance Curriculum, California State Department of Education, 721 Capitol Mall, Sacramento, CA, 1978.

Program Planning in Middle School Guidance, Florida Department of Education, Knott Building, Tallahassee, FL.

Pupil Personnel Services: A Handbook for Program Development and Evaluation. U.S. Office of Education, Washington, D.C., 1975.

Resources Manual for Guidance K-12, North Carolina Department of Public Instruction, Education Building, Raleigh, NC, 1981.

Standards for Guidance Programs, Oregon State Department of Education, 700 Pringle Parkway SE, Salem, OR, 1981.

Journal References

Grobe, Robert, Myatt, Kathryn, and Wheeler, Sheila, "A Systematic Planning Model for an Elementary School Guidance Program," *Elementary School Guidance and Counseling*, April 1978, pp. 256-265.

Harmon, Marlene and Baron, Augustine, "A Student-Focused Model for the Development of Counseling Services," *Personnel and Guidance Journal*, January 1982, pp. 290-293.

Miller, Juliet and Grisdale, George, "Guidance Program Evaluation: What's Out There?" *Measurement and Evaluation in Guidance*, Vol. 8:3, October 1975, pp. 145-152.

Morgan, Carol and Jackson, Wilbur, "Guidance as a Curriculum," *Elementary School Guidance and Counseling*, December 1980, pp. 99-103.

Peterson, G.W., "A Competency Approach to Accountability in Human Services Programs," *Personnel and Guidance Journal*, 1982, Vol. 60, 491-495.

Riley, Alan, "A Comprehensive Guidance Program," *Elementary School Guidance and Counseling*, April 1979, pp. 262-268.

Rimmer, Susan and Bart, Marilyn, "Needs Assessment: A Step by Step Approach," *The School Counselor*, September 1980, pp. 59-62.

Textbooks

The titles of the references listed below are self-explanatory. Each is readable and academically sound. They provide the reader with a basic foundation, philosophy, and, in some cases, strategies regarding the various aspects and components essential to a K-12 guidance program.

Ausubel, David, Montemayor, Raymond, and Srajian, Pergrouhi, *Theory and Problems of Adolescent Development*, Grune and Stratton, Inc., 1977, New York.

Dinkmeyer, Don, *Child Development: The Emerging Self*, Prentice-Hall, Inc., New Jersey, 1965.

Dinkmeyer, Don, and Caldwell, Edson, *Developmental Counseling and Guidance: A Comprehensive School Approach*, McGraw-Hill, Inc., New York, 1970.

Gysbers, Norman and Moore, Earl, *Improving Guidance Programs*, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1981.

Hays, Donald and Linn, Joan, *Needs Assessment: Who Needs It?*, Eric Counseling and Personnel Services Information Center, 1977.

Lee, James and Pulvino, Charles, *Self Exploration Inventories*, Educational Media Corporation, Minneapolis, MN, 1981.

Neely, Margery, *Counseling and Guidance Practices with Special Education*, The Dorsey Press, Homewood, IL, 1982.

Richmond, P.G., *An Introduction to Piaget*, Basic Books, Inc., New York, 1971.

Ryan, Antoinette, *Guidance Services: A Systems Approach to Organization and Administration*, The Interstate, Danville, IL, 1978.

Commercial Vendors

The following are commercial vendors who publish materials and program aids specific to guidance and counseling. Any oversight of specific companies is not intentional.

Accelerated Development Inc.
2515 W. Jackson
Muncie, IN 47303

AID-U Publishers
17220 West 8 Mile Road
Building B, Suite 24
Southfield, MI 48075

American College Testing Services
P.O. Box 168
Iowa City, IA 52243

American Guidance Service
Publishers' Building
Circle Pines, MN 55014

American Personnel & Guidance Publishers
Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

Argus Communications
P.O. Box 6000
One DLM Park
Allen, TX 75002

Barron's Educational Series, Inc.
113 Crossways Park Dr.
Woodbury, NY 11797

B.L. Winch & Associates
45 Hitching Post Dr.
Building 21B
Rolling Hills Estates, CA 90274

B'Nai B'rith Voc. Services
1640 Rhode Island Ave., N.W.
Washington, D.C. 20036

Bureau of Labor Statistics
Regional Office
450 Golden Gate Avenue
San Francisco, CA 94102

Careers
P.O. Box 135
Largo, FL 33540

Career Aids, Inc.
8950 Lurline Avenue
Department G81
Chatsworth, CA 91311

Career Guidance Media
P.O. Box 2222
Springfield, VA 22152

Changing Times Educational Service
EMC Corporation
180 East 6th Street
St. Paul, MN 55104

Channing L. Bete Co., Inc.
200 State Road
South Deerfield, MA 01373

Children's Press
1224 W. Van Buren Street
Chicago, IL 60607

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

College Board, The
P.O. Box 2815
Princeton, NJ 08541

Croner Publications, Inc.
211-03 Jamaica Avenue
Queens Village, NY 11428

Educational Media Corporation
Box 21311
Minneapolis, MN 55421

Educators Progress Service, Inc.
Randolph, WI 53956
(educator's guide to free guidance
material)

Guidance Associates
Communications Park
Box 3000
Mount Kisco, NY 10549

Fairchild Books
Dept. BP110
7 East 12 Street
New York, NY 10003

Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row Publishers
Keystone Industrial Park
Scranton, PA 18512

Human Development Training Institute
7574 University Avenue
LaMesa, CA 92041

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

Human Sciences Press
72 Fifth Avenue
New York, NY 10011

J.C. Penney Co.
Educational & Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

MacMillan Professional & Library Services
100 B Brown Street
Riverside, NJ 08370

McKnight Publishing Co.
Box 2854
Bloomington, IL 61701

National Education Standards
617 W. 7th St., Suite 300
Los Angeles, CA 90017

National Vocational Guidance Assn.
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Orchard House, Inc.
Bolls Hill Road
Concord, MA 01742

Paperbacks for Educators
737 Knickerbacker
Manchester, MO 63011

Parents' Magazine Press
Dept. F-7
52 Vanderbilt Avenue
New York, NY 10017

Peterson's Guides
P.O. Box 2123
Princeton, NY 08540

Psychological Corporation, The
757 3rd Avenue
New York, NY 10017

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

Science Research Associates, Inc.
1540 Page Mill Road
Palo Alto, CA 94304

Simon & Schuster
Rockefeller Center
630 5th Avenue
New York, NY 10020

TACT
P.O. Box 1052
Doylestown, PA 18901

Ten Speed Press
P.O. Box 7123
Berkeley, CA 94707

Time Share
Career Education Division
630 Oakwood Avenue
West Hartford, CT 06110

U.S. Department of Labor
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Accreditation, Certification, Endorsement

Accreditation refers to the minimum requirements that public schools must meet to be accepted and fully approved by the state. This differs from certification. Certification refers to the minimum qualifications an individual teacher must meet in order to be recognized and allowed to practice by the state. An endorsement refers to official indication of the level and/or the appropriate area in which the certificate holder is authorized to teach.

Standards for Accreditation

as adopted by the
Montana Board of Public Education
July 1981

406. Guidance and Counseling: High School, Junior High School, Middle School and 7th and 8th Grades Funded at High School Rates

Minimum	Recommended
(1) Each full-time counselor and part-time counselor shall have a valid Montana teaching certificate and have at least 30 quarter (20 semester) hours preparation in guidance. (Effective for the 1986-87 school year, a counselor will need an endorsement based on a minimum of a minor and three years experience as a certified classroom teacher.)	
(2) A minimum equivalent of one full-time counselor for each 400 students shall be provided. All schools must have a counselor assigned for at least one hour a day or five hours per week.	The board of public education recommends that a minimum equivalent of one full-time counselor for each 300 students shall be provided. All schools should have a counselor assigned for at least one hour a day.
(3) A separate room specifically designed for guidance and counseling shall be provided.	The board of public education recommends that a room or rooms wherein counselors may conduct testing, group guidance or small conferences should be provided.
(a) Adequate space and facilities for clerical assistance shall be provided.	
(b) A guidance library shall be provided which is available to all students.	

407. Guidance and Counseling: Elementary

Minimum	Recommended
(1) Guidance and counseling services shall be provided.	The board of public education recommends that all schools should provide a developmental guidance program.

Certification Requirements

as adopted by the
Montana Board of Public Education
July 1981

Minimum academic qualifications for certification with endorsement in guidance and counseling:

1. Bachelor's degree.

2. A valid elementary or secondary level teaching certificate based on a completed college approved elementary or secondary teacher education program of an accredited teacher training institution.

3. Completion of a college approved K-12 guidance and counseling program of an accredited teacher training institution which must consist of at least 30 specified quarter credits for a minor, or 45 specified quarter credits for a major.*

*At the present time, as indicated in 406(1) of the *Standards for Accreditation of Montana Schools*, guidance programs have been allowed to be administered by certified teachers who are short of an endorsement in guidance but who only have a random 30 quarter credits of coursework as evidenced by the local administrator. This will change in 1986 to an endorsement for all guidance counselors.

Professional Counselor Organizations

Professional organizations will serve a key role in pursuing staff development and professional growth. Professional meetings, conferences and publications help guidance personnel insure that their skills are current with the changing role of the profession. Professional development opportunities are available through local and state organizations, as well as national associations.

—Montana Personnel & Guidance Association (*MPGA*)
c/o Roger Pugh
Northern Montana College
Havre, MT 59501

> The *MPGA* is a branch of the national association. The state association is divided into 13 districts providing for local counselor organizations. Contact the state association for a current list of district senators.

> Montana School Counselor Association *(MSCA)* is a special interest division under the *MPGA*.

—American Personnel & Guidance Association (*APGA)*
Two Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

> The *APGA* has 13 special interest divisions which members may join. Each division publishes a journal; some publish newsletters. The divisions are:

> American College Personnel Association *(ACPA)*
> Association for Counselor Education & Supervision *(ACES)*
> National Vocational Guidance Association (NVGA)
> Association for Humanistic Education & Development *(AHEAD)*
> American School Counselor Association *(ASCA)*
> American Rehabilitation Counseling Association *(ARCA)*
> Association for Measurement & Evaluation in Guidance *(AMEG)*
> National Employment Counselors Association *(NECA)*
> Association for Non-White Concerns in Personnel & Guidance *(ANWC)*
> Association for Religious & Value Issues in Counseling *(ARVIC)*
> Association for Specialists in Group Work *(ASGW)*
> Public Offender Counselor Association *(POCA)*
> American Mental Health Counselors Association *(AMHCA)*

A Checklist for Guidance Programs

This checklist will help you assess the current status of the school's guidance program. Place a check in the space provided if you can answer yes to the question. An appropriate way to use this checklist would be to have various school groups, including school board trustees, administrators, counselors and teachers, complete the checklist and compare their perceptions.

_____ 1.   Does a guidance program exist, as opposed to a series of isolated services?

_____ 2.   Is the guidance program accountable in that it shows measurable outcomes?

_____ 3.   Does the guidance program serve all children?

_____ 4.   Does the guidance program have a developmental emphasis?

_____ 5.   Does the guidance program involve cooperation between teachers, counselors, parents, administrators and community agencies?

_____ 6.   Are the guidance services understood and utilized by the population for whom they are intended?

_____ 7.   Is the guidance program systematically planned, implemented and evaluated?

_____ 8.   Is the guidance program designed to meet the unique characteristics and student populations of the school and community?

_____ 9.   Is there administrative support for the guidance program?

_____ 10.   Is there a board of trustee endorsed guidance philosophy statement?

_____ 11.   Is there a guidance committee, representative of students, teachers, counselors, parents, administrators and community members, which serves to advise, improve, implement and evaluate guidance services?

_____ 12.   Is the guidance program established on the basis of identified student needs, as perceived by students, teachers, counselors, parents, administrators and community representatives?

_____ 13.   Does the guidance program reflect the identified needs?

_____ 14.   Are objectives written with measurable outcomes?

_____ 15.   Are there sufficient facilities to carry out the program?

_____ 16.   Are there sufficient resources, both human and material, available to the program?

_____ 17.   Does the program utilize competencies of all available personnel?

_____ 18.   Does the program provide for staff development when necessary?

_____ 19.   Does the program provide for an annual report which gives an accurate account of program effectiveness?
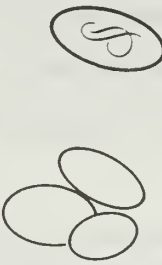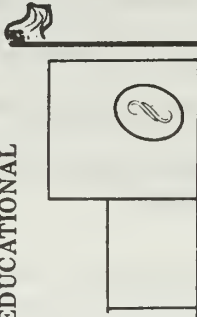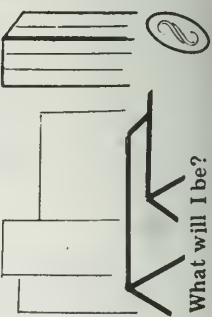
—Items 1 through 9 refer to the comprehensiveness of the guidance program. Consideration should be given to any item without a check. Is there a need for change, revisions and/or further evaluation?
—Items 10 through 19 refer to a process for comprehensive program development. The items are listed in sequential order. Consideration should be given to any item without a check. Is there a need for comprehensive program development?

Developmental Needs Chart

This chart illustrates developmental needs of students at various stages during their school years. A review of literature in the area of child development identified widely accepted developmental stages and tasks of students. Development is viewed as a patterned, cumulative and life-long process. Developmental stages identify the relative age span in which specific developmental tasks should be optimally achieved in normal growth and development. These developmental tasks have been translated into developmental needs. Recognition must be made that the needs are representative of developmental tasks, rather than a comprehensive listing. The uniqueness of each student is exemplified by the overlapping and cumulative nature of the needs.

The chart may be utilized to establish needs assessment instruments cognizant of developmental concerns.

	K-3	4-6	7-8	9-12
PERSONAL Who am I?	• Personal initiative • Physical independence • Needs security & control in the environment	• Conscience & morality • Personal values • Self-worth	• Positive & realistic self-concept • Acceptance of sexuality & physical image • Self-direction & independence	• Personal independence as a responsible adult • Intrinsic & self-oriented value information
SOCIAL How do I relate with others?	• A sense of belonging • Social interaction with family, peers & others	• A sense of social adequacy • Understanding needs & rights of others • Identification & participation with social groups	• Gaining social recognition • Establishing close peer relationships	• Development of values & responsibilities to self, others & society • Abilities & skills in establishing & maintaining family, peer & community relationships
EDUCATIONAL What and why will I learn?	• Realization of meaning & values of learning	• Mastery of increasingly challenging academic tasks	• Achievement motivation • Goal formation	• Realization of intellectual development • Formulation & attainment of realistic long-term goals
CAREER/LIFE PLANNING What will I be?	• Understanding nature & values of occupations at home, school, & within the community	• Identify & assess areas of strengths, aptitudes & interests • Obtain occupational information	• Assessment of individual values, interests, aptitudes & abilities & the relationship to career development • In-depth exploration into career fields and specific occupations	• Facilitate the preparation & planning for postsecondary education, training, and/or work

Needs Assessment Instruments

The following examples are included for your information and review. The needs stated and formats suggested may or may not be appropriate to your school and community. It will be necessary to design and/or adapt an instrument specific to your needs.

Example 1—The student guidance survey was developed for the junior high school through high school level. The survey could be given to students, teachers and parents. A cover page with the inclusion of questions specific to teachers and parents is recommended. Sample items for teachers and parents can be found on the last page of the survey. Parents and teachers would be asked to fill out the survey based on their perception of student guidance needs.

Example 2—The student guidance survey was developed to be given to students at the elementary level.

Example 3—This example of a parent or teacher survey correlates with Example 2. It is recommended that the format be adapted to include items pertinent to parents when given to parents and items pertinent to teachers when given to teachers. Suggestions are included.

Example 1

Student Guidance Survey
Junior High School—High School

STUDENT GUIDANCE SURVEY

Your cooperation in completing this guidance survey is appreciated. The results of the survey will be used to review and improve guidance services at your school. THANK YOU.

Please complete the following:

1. Grade level: ___ ___ ___
2. Age: ___ ___ ___ ___
3. Sex: ___ ___ ___ ___

Please circle the appropriate response. (Circle more than one if needed.)

4. My grades are usually:
   a. mostly A
   b. mostly B
   c. mostly C
   d. mostly D-F

5. On the average, I am absent from school:
   a. 0-5 days per year
   b. 6-10 days per year
   c. 11-15 days per year
   d. 16-20 days per year
   e. more than 20 days per year

6. When I have a problem, I would probably go to:
   a. my teacher
   b. my parents
   c. my counselor
   d. a friend
   e. a school administrator
   f. other (minister, social worker)
   g. no one

DIRECTIONS:
Listed below are possible needs of students your age. In a column on the **LEFT**, mark an X in the box which best describes how important the need is to you. In a column at the **RIGHT**, mark an X in the box which best describes how well that need is being met for you.

Is this a need?   Is the need being met?

Very Important	Fairly Important	Not Important	I NEED:	Yes	Partly	No
			PERSONAL:			
			1. to accept and like myself better.			
			2. to be responsible for my actions.			
			3. to better understand the effects of alcohol and drugs.			
			4. to learn how to make decisions.			
			5. to learn how to solve problems.			
			6. to develop more confidence in myself.			
			7. to understand how feelings affect my behavior.			
			8. to develop a feeling of pride in my achievements and progress.			
			9. to learn how to tell others how I feel.			
			10. to have someone listen to me when I have a problem.			
			11 to accept and deal with personal disappointments and failures.			
			SOCIAL:			
			12. to understand and be responsive to other students' feelings.			

Very Important	Fairly Important	Not Important	I NEED:	Yes	Partly	No
			SOCIAL (cont.) 13. to know how to get along with my family.			
			14. to be more tolerant of persons whose views differ from mine.			
			15. to be a better listener and respond better to others.			
			16. to learn how to make and keep friends.			
			17. to know how to get along better with my teachers.			
			18. to understand the changing roles and expectations of men and women.			
			19. to understand my rights and responsibilities as a citizen.			
			20. to know how to get along with members of the opposite sex.			
			21. to be more accepting of people of different races and backgrounds.			
			EDUCATIONAL: 22. to understand my abilities, interests and other characteristics.			
			23. to improve my study habits.			
			24. to better understand my achievement and ability test scores.			
			25. to receive help in selecting the right courses for me.			
			26. to have information about graduation requirements.			
			27. to understand how I am progressing in each class and how I can improve my work.			
			28. to develop better test-taking skills.			
			29. to know more about school policies and rules.			
			30. to find courses appropriate to my needs, abilities, interests and career plans.			
			31. to receive help in making decisions about school problems.			
			32. to become more aware of the services available through the guidance program.			
			CAREER/LIFE PLANNING: 33. to become more aware of my career interest areas.			
			34. to identify occupational alternatives suited to my abilities and interests.			
			35. to know more about possible careers and the world of work.			
			36. to identify requirements of my career interests and compare them to my abilities and interests.			
			37. to make plans for developing abilities needed in my career interest areas.			

Very Important	Fairly Important	Not Important	I NEED:	Yes	Partly	No
			CAREER/LIFE PLANNING (cont.)			
			38. to know how courses I am taking relate to jobs in my career interest areas.			
			39. to receive career counseling that does not limit possibilities because of my sex.			
			40. to know how to find, apply and interview for a job.			
			41. to know about financial aid for college or technical school training.			
			42. to become aware of educational and work alternatives after high school.			
			43. to know how my values and interests affect my career choices.			
			44. to know how to prepare for careers in which I am interested.			
			45. to get some on-the-job experience in my career interest areas.			
			46. to find out how various jobs could affect my lifestyle.			
			47. to visit people employed in my high interest areas.			
			List below any additional needs you feel are important to you and whether or not they are being met.			
			EXAMPLE ITEMS FOR TEACHERS:			
			1. to receive additional information and inservice training on developing positive learning environments for students.			
			2. to know how, when and for what reasons to refer students to the counselor.			
			3. to have more interaction and communication between counselors and teachers regarding students.			
			4. to be aware of guidance/career materials and activities that can be used in the classroom.			
			5. to have resources available to me pertaining to specific learning and behavior problems.			
			6. to have the counselors and teachers work together in conducting guidance classroom activities for students.			
			7. to know how the subject area I teach relates to a variety of different careers.			
			EXAMPLE ITEMS FOR PARENTS:			
			1. to know how to help my child develop better study habits.			
			2. to assist my child make career choices that are consistent with his/her interests, abilities and aptitude.			
			3. to know how to help my child develop a more positive self-image.			
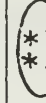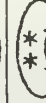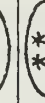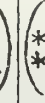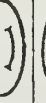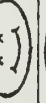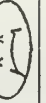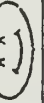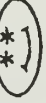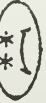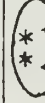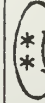
Example 2
Student Guidance Survey
Elementary Level

THE NEED IS

Important	?	Not Important	I NEED	DO YOU? Yes!	?	No!
			1. TO KNOW HOW TO MAKE FRIENDS AND BE A FRIEND			
			2. TO GET ALONG WITH OTHER STUDENTS			
			3. TO KNOW WHAT THE SCHOOL RULES ARE			
			4. TO KNOW HOW TO ASK FOR HELP WHEN I NEED IT			
			5. TO KNOW HOW TO SOLVE PROBLEMS WITH MY FAMILY AND FRIENDS			
			6. TO KNOW HOW TO MAKE THE RIGHT DECISIONS FOR ME			
			7. TO BE MORE RESPONSIBLE FOR MY DECISIONS AND ACTIONS			
			8. TO HAVE SOMEONE LISTEN TO ME WHEN I HAVE PROBLEMS			
			9. TO FEEL GOOD ABOUT MYSELF AND OTHERS			
			10. TO KNOW WHAT THINGS I CAN DO BEST AND WHAT THINGS I NEED TO WORK ON			
			11. TO KNOW SCHOOL RELATES TO THE OUTSIDE WORLD			
			12. TO KNOW HOW TO ACCEPT MY DISAPPOINTMENTS AND FAILURES			
			13. TO LEARN HOW TO FEEL BETTER ABOUT MYSELF			
			14. TO KNOW HOW TO DEAL WITH ANGER			
			15. TO KNOW HOW TO DEAL WITH JEALOUSY			
			16. TO LEARN ABOUT PEOPLE DIFFERENT THAN I AM			

Example 3
Parent or Teacher Survey
Elementary Level

The following is a survey designed to determine the need for a K-6 guidance and counseling program in our schools. There are various areas of concern to parents where a school counselor may be of assistance. Check the "yes" response if you feel a child would benefit from guidance in that area.

DO NOT sign your name to the survey, as we wish to keep all responses anonymous.

Yes　No　Don't
　　　　　know　　　Do you think students would benefit from guidance in these areas?

☐　☐　☐　1.　Making friends and being a friend.
☐　☐　☐　2.　Recognizing the effect of his behavior on others.
☐　☐　☐　3.　Recognizing the value and limits of school authority (teachers, lunch aides, principal, etc.).
☐　☐　☐　4.　Handling academic situations, i.e., feeling free to ask questions, dealing with school pressures.
☐　☐　☐　5.　Dealing with conflict situations.
☐　☐　☐　6.　Weighing alternatives and making decisions.
☐　☐　☐　7.　Recognizing responsibility for their decisions and actions.
☐　☐　☐　8.　Having someone to talk to when they have a problem.
☐　☐　☐　9.　Do you see a need for children to have more guidance in developing a positive self-image?

　　　　　　　　Do you see a need for children to have more guidance in:
☐　☐　☐　10.　Realizing and developing their strengths and abilities?
☐　☐　☐　11.　Understanding the relationship between education and the world of work?
☐　☐　☐　12.　Accepting and dealing with personal disappointments and failures?
☐　☐　☐　13.　Dealing with feelings of inadequacy?
☐　☐　☐　14.　Dealing with anger?
☐　☐　☐　15.　Dealing with jealousy?
☐　☐　☐　16.　Accepting cultural, racial, physical and other types of individual differences.

　　　　　　　　Can you see a need for assistance in helping children deal with:
☐　☐　☐　17.　The death of a relative?
☐　☐　☐　18.　The loss or death of a friend?
☐　☐　☐　19.　The separation or divorce of parents?
☐　☐　☐　20.　Moving to a new location?
☐　☐　☐　21.　Adjusting to a long-term illness in the family?
☐　☐　☐　22.　Use and abuse of alcohol and drugs?

Items Pertinent to PARENTS

Please indicate if you feel the guidance program should offer parent discussion groups on the following topics. Please check the box appropriate to your response.

Yes　No　Don't　If available,
　　　　know　would attend

☐　☐　☐　　☐　1.　Parenting Skills
☐　☐　☐　　☐　2.　Family Communication Skills
☐　☐　☐　　☐　3.　Discipline Problems
☐　☐　☐　　☐　4.　Drug and Alcohol Use and Abuse
☐　☐　☐　　☐　5.　Encouraging Better Study Habits
☐　☐　☐　　☐　6.　Issues of Divorce, Separation and Stepparenting

Items Pertinent to TEACHERS

Please indicate if you feel the guidance program should offer teachers the following services. Please check the box appropriate to your response.

Yes　No　Don't
　　　　know

☐　☐　☐　1.　Consultation for specific student problems.
☐　☐　☐　2.　Inservice on topics pertaining to guidance and counseling.
☐　☐　☐　3.　Classroom presentations.
☐　☐　☐　4.　Identification of guidance materials and activities that can be used by the teacher in the classroom.

The preceding survey instrument was adapted in part from the Missoula School District 1, ESEA Title IV-C Project, "Project Prepare."

Appendix F

ASCA Code of Ethics
American School Counselor Association
Two Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

1. Responsibilities of the school counselor stem from these basic premises and basic tenets in the counseling process.

A. Each person has the right to dignity as a human being
   1. without regard to race, sex, religion, color, socio-economic status
   2. without regard to the nature and results of behavior, beliefs and inherent characteristics.

B. Each person has the right to individual self-development.

C. Each person has the right to self-direction and responsibility for making decisions.

D. The school counselor, equipped with professional competency and understanding of the behavioral sciences and philosophical orientation to school and community, performs a unique, distinctive, and highly specialized service within the context of the education purpose and structure of the school system. Performance of this rests upon acquired techniques and informed judgment, which is an integral part of counseling. Punitive action is not part of the counseling process. The school counselor shall use these skills in endeavoring constantly to insure that the counselee has the aforementioned rights and a reasonable amount of the counselor's time.

E. The ethical conduct of the school counselors will be consistent with the state regulations.

F. The school counselor may share information gained in the counseling process for essential consultation with those appropriate persons specifically concerned with the counselee. Confidential information may be released only with the consent of the individual except when required by court order.

I. Principal responsibilities of the school counselor to PUPILS.

A. The school counselor:
   1. has a principal obligation and loyalty to respect each person as a unique individual and to encourage that which permits individual growth and development.
   2. must not consciously impose attitudes and values on the counselee though the counselor is not obligated to keep attitudes and values from being known.
   3. should respect at all times the confidences of the counselee; should the counselee's condition be such as to endanger the health, welfare and/or safety of self or others, the counselor is expected to report this fact to an appropriate responsible person.
   4. shall be knowledgeable about the strengths and limitations of tests; will share and interpret test information with the counselee in an accurate, objective, and understandable manner to assist the counselee in self-evaluation.
   5. shall assist the counselee in understanding the counseling process in order to insure that the persons counseled with will understand how information obtained in conferences with the counselor may be used.

II. Principal responsibilities of the school counselor to PARENTS.

A. The school counselor:

   1. shall work with parents so as to enhance the development of the counselee.

2. shall treat information received from the parents of a counselee in a confidential manner.
3. shall share, communicate, and interpret pertinent data and the counselee's academic progress with parents.
4. shall share information about the counselee only with those persons properly authorized to receive this information.

III. Principal responsibilities of the school counselor to FACULTY, ADMINISTRATION AND COLLEAGUES.

A. The school counselor:

1. shall use discretion, within legal limits and requirements of the state, in releasing personal information about a counselee to maintain the confidences of the counselee.
2. shall contribute pertinent data to cumulative records and make it accessible to professional staff (except personal factors and problems which are highly confidential in nature).
3. shall cooperate with colleagues by making available as soon as possible requested reports which are accurate, objective, meaningful and concise.
4. shall cooperate with other pupil personnel workers by sharing information and/or obtaining recommendations which would benefit the counselee.
5. may share confidential information when working with the same counselee, with the counselee's knowledge and permission.
6. must maintain confidentiality even though others may have the same knowledge.
7. shall maintain high professional integrity regarding fellow workers when assisting in problem areas related to actions, attitudes and competencies of faculty or colleagues.

IV. Principal responsibilities of the school counselor to SCHOOL AND COMMUNITY.

A. The school counselor:

1. shall support and protect the educational program against any infringement which indicates that it is not to the best interest of the counselee or program.

2. must assume responsibility in delineating role and function, in developing educational procedure and program, and in assisting administration to assess accountability.
3. shall recommend to the administration any curricular changes necessary in meeting valid educational needs in the community.
4. shall work cooperatively with agencies, organizations and individuals in school and community which are interested in welfare of youth.
5. shall, with appropriate release, supply accurate information according to professional judgment to community agencies, places of employment and institutions of higher learning.
6. should be knowledgeable on policies, laws, and regulations as they relate to the community, and use educational facilities accordingly.
7. shall maintain open communication lines in all areas pertinent to the best interest of counselees.
8. shall not accept remuneration beyond contractual salary for counseling any pupil within the school district. The counselor shall not promote or direct counselees into counseling or educational programs which would result in remuneration to the counselor.
9. shall delineate in advance responsibilities in case of any confrontation and have an agreement which is supported by the administration and the bargaining agency.

V. Principal responsibilities of the school counselor to SELF.

A. The school counselor:

1. should continue to grow professionally by:
   a. attending professional meetings.
   b. actively participating in professional organizations.
   c. being involved in research.
   d. keeping abreast of changes and new trends in the profession and showing a willingness to accept those which have proved to be effective.
2. should be aware of and function within the boundaries of professional competency.

3. should see that the counselor role is defined in mutual agreement among the employer, students to be served, and the counselor. Furthermore, this role should be continuously clarified to students, staff, parents and community.

VI. Principal responsibilities of the school counselor to the PROFESSION.

A. The school counselor:

1. should be cognizant of the developments in the profession and be an active contributing participant in the professional association—local, state and national.

2. shall be responsible in manner and conduct and participate in developing policies concerning guidance.

3. should do research which will contribute to professional and personal effectiveness.

4. shall under no circumstances undertake any group encounter of sensitivity session, unless sufficient professional training is obtained.

5. shall, in addition to being aware of unprofessional practices, also be accountable for taking appropriate action to eliminate these practices.

Adopted by the ASCA Governing Board in October 1972.

Notes:

Notes: